Social Studies:

World War II End of Unit Project

5th Grade Social Studies

Included: project guidelines and expectations, student instructions, rubric
World War II Project/Presentation

World War II was an interesting and eventful period in history. In an effort to allow you to study it more closely, you will be choosing a specific topic to study and then present your information to the class. Some of the work will be done in class; however, it will be necessary for you to also do some work at home.

This project involves the following three parts:

1) A Visual: This may be presented on a display tri-board or poster board. You may cut and paste pictures and other information from the Web or other resources for your visual. Remember that charts, graphs, diagrams, and/or maps will help you to explain your topic. If you wish, you may include such things as artifacts, video tapes, power-point presentations, etc. to add to your project. Make it look sharp, colorful, and interesting. It must be NEAT. Be sure to look at the grading rubric attached so you know what is expected.

2) An Oral Presentation: YOU will be teaching the class about your topic. You should make note cards to help you with this but do not plan to read your note cards to the class. Maintaining eye contact is important in any presentation.

3) A Fact Sheet: This is a typed sheet of the 10 most important points you would want the students to learn from your presentation. It may only be one page long. Type your topic at the top of the page along with your name.

We will come up with a list of resources to use in the classroom. You should start now in collecting pictures and other information on your topic. We will have class time to work on this project, so make sure to bring supplies to work on those designated days.

The due date for this project is ________________________.

Project Topic:_______________________________________________________

Have fun! I know this will be an exciting learning experience. Please sign below stating you have read and understand the requirements for this project.

Student Signature_______________________________________________

Parent Signature_________________________________________________
World War II Topics

Please choose three topics that you would be interested in presenting to the class. Number them 1-3 with 1 being the topic that you would most like to present to the class and then 2 as your second choice and 3 as your third choice.

___ Franklin D Roosevelt
___ Harry S Truman
___ Winston Churchill (British)
___ Joseph Stalin (Russian)
___ Adolph Hitler (German)
___ Hideki Tojo and Mussolini (Japanese and Italian Leaders)
___ The Atomic Bombing of Hiroshima and Nagasaki
___ The Internment of Japanese-Americans
___ Pearl Harbor
___ D-Day
___ New technology and new weapons during WWII
___ The Holocaust
___ Dwight D. Eisenhower (military leader)
___ Changes in American lifestyle at home during WWII
   - Children’s Role
   - Rationing
   - propaganda
   - bonds
   - women working; “Rosie the Riveter”
   - victory gardens
___ The United Nations
___ Women’s Role in the military during WWII
   - WACS: Women’s Army Corps
   - WASP
___ Navajo Code Talkers
___ Tuskegee Airmen
___ VE and VJ Days
___ Hirohito (Japanese Emperor)
___ Other: _____________________________________________
Questions to ask and answer when doing your WWII project:

If you are studying a famous person, ask:

1. Who was this person?
2. What are important facts that I should know about this person? (name at least five)
3. What role did he/she play in WWII?
4. Why is he/she important to study when learning about WWII?
5. Where was he/she born?
6. What country was he/she from?

If you are studying a major event or battle, ask:

1. What are the details about the event? (who, what, when, where, why, and how)
2. When did this event take place?
3. How long did the event last?
4. Who was involved in the event?
5. Where was this event happening?
6. What caused this event?
7. Why is this event significant in the study of WWII?
8. Did this event affect the outcome of the war? If so, how?

Resources for WWII projects:

1. Your public library is an excellent resource. Talk to the librarian and ask for help. If you want a book that is at another library in the library system, you can have it sent to your library and pick it up in a few days. Don't forget to check out magazines and old newspapers for information on your topic as well.

2. Your school has an excellent library. Check out the books in the fiction, non-fiction, and reference section (you will have to use the reference books while at school).

3. Interview relatives or others you know who may have experienced WWII or have information they can share from being related to someone who served in WWII.

4. Classroom resources- Be sure to check out the numerous resources in the classroom. We will have several books that can be used for research on several topics.

5. The Internet- The student-friendly website www.yahooligans.com is an excellent place to begin. Follow its links. Another great search engine for information: www.bing.com

Remember: A resource is only useful if it helps you to understand your topic. If you find the article or book too difficult to understand, keep searching. Do not try and give a presentation on information you don’t understand yourself!!!
**World War II Presentation Rubric**

Student Name: ______________________________  Topic: ______________________________

<table>
<thead>
<tr>
<th></th>
<th>Amateur Historian</th>
<th>Novice Historian</th>
<th>Experienced Historian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>-&gt;Student does not speak loud enough for everyone to hear.</td>
<td>-&gt;Student does speak loud enough for everyone to hear.</td>
<td>-&gt;Student does speak loud enough for everyone to hear.</td>
</tr>
<tr>
<td>[includes speaking volume and eye contact]</td>
<td>-&gt;Student does not look at audience or exhibit correct presentation posture (facing audience).</td>
<td>-&gt;Student looks at some of audience and exhibits correct presentation posture (facing audience).</td>
<td>-&gt;Student looks at entire audience and exhibits correct presentation posture (facing audience).</td>
</tr>
<tr>
<td></td>
<td>-&gt;Student “reads” from note cards.</td>
<td>-&gt;Student does not “read” from note cards.</td>
<td>-&gt;Student does not “read” from note cards.</td>
</tr>
<tr>
<td></td>
<td><strong>10 points</strong></td>
<td><strong>15 points</strong></td>
<td><strong>20 points</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>-&gt;Student included fewer than 3 interesting facts about topic.</td>
<td>-&gt;Student included 5 interesting facts about topic.</td>
<td>-&gt;Student included 5 or more interesting facts about topic.</td>
</tr>
<tr>
<td>[includes knowledge of subject]</td>
<td>-&gt;Student typed/handwritten fact sheet includes 6-8 or fewer important key facts.</td>
<td>-&gt;Student typed fact sheet includes 8-9 important key facts.</td>
<td>-&gt;Student typed fact sheet includes 10 important key facts.</td>
</tr>
<tr>
<td></td>
<td>-&gt;Student is not able to answer questions confidently about the topic.</td>
<td>-&gt;Student is able to answer questions confidently about the topic.</td>
<td>-&gt;Student is able to answer questions confidently about the topic.</td>
</tr>
<tr>
<td></td>
<td><strong>15 points</strong></td>
<td><strong>25 points</strong></td>
<td><strong>35 points</strong></td>
</tr>
<tr>
<td><strong>Visual Aid</strong></td>
<td>-&gt;Project completed on poster or display tri-board.</td>
<td>-&gt;Project completed on poster or display tri-board.</td>
<td>-&gt;Project completed on display tri-board.</td>
</tr>
<tr>
<td>[includes neatness and completeness]</td>
<td>-&gt;Title of topic is not clearly marked on poster board.</td>
<td>-&gt;Title of topic is clearly marked on tri-board.</td>
<td>-&gt;Title of topic is clearly marked on tri-board.</td>
</tr>
<tr>
<td></td>
<td>-&gt;Some or none of pictures are labeled.</td>
<td>-&gt;Some pictures are labeled.</td>
<td>-&gt;Pictures are labeled.</td>
</tr>
<tr>
<td></td>
<td>-&gt;Writing is not large or not grammatically correct.</td>
<td>-&gt;Writing is large and grammatically correct.</td>
<td>-&gt;Writing is large and grammatically correct.</td>
</tr>
<tr>
<td></td>
<td>-&gt;Some words are spelled correctly.</td>
<td>-&gt;Some words are spelled correctly.</td>
<td>-&gt;Words are spelled correctly.</td>
</tr>
<tr>
<td></td>
<td>-&gt;Color included (not just white and black)</td>
<td>-&gt;Color included (not just white and black)</td>
<td>-&gt;Color included (not just white and black)</td>
</tr>
<tr>
<td></td>
<td><strong>15 points</strong></td>
<td><strong>25 points</strong></td>
<td><strong>35 points</strong></td>
</tr>
<tr>
<td><strong>Conduct</strong></td>
<td>-&gt;Student did not work productively or efficiently during class time.</td>
<td>-&gt;Student worked productively and efficiently during most of class time.</td>
<td>-&gt;Student worked productively and efficiently during class time.</td>
</tr>
<tr>
<td>[based on YOUR behavior]</td>
<td>-&gt;Student was not attentive during other classmate’s presentations.</td>
<td>-&gt;Student was attentive during other classmate’s presentations.</td>
<td>-&gt;Student was attentive during other classmate’s presentations.</td>
</tr>
<tr>
<td></td>
<td><strong>0 points</strong></td>
<td><strong>5 points</strong></td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td>-&gt;Project turned in two or more days late.</td>
<td>-&gt;Project turned in one day late.</td>
<td>-&gt;Project turned in on time.</td>
</tr>
<tr>
<td></td>
<td><strong>-20+ points</strong></td>
<td><strong>-10 points</strong></td>
<td><strong>GOOD JOB! YOU’RE DONE!</strong></td>
</tr>
</tbody>
</table>

**Comments:**

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